

Saluda Middle School

140 Ivory Key Rd
Saluda, SC 29138

Grades	6-8 Middle School	
Enrollment	534 Students	
Principal	Shawn Love	864-445-3767
Superintendent	Dr. Pete Stone	864-445-8441
Board Chair	Allen Harmon	864-445-7249

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	16	25	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 21 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Unsatisfactory	No

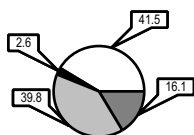
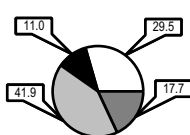
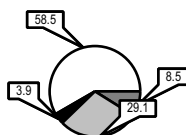
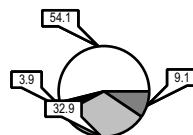
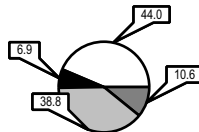
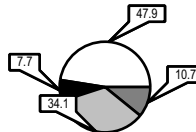
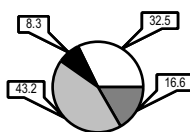
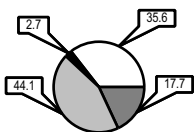
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	517	100.0	41.6	39.8	16.0	2.6	27.8	Yes	Yes
Gender									
Male	258	100.0	48.2	37.6	12.7	1.6	24.1		
Female	259	100.0	35.1	41.9	19.4	3.6	31.5		
Racial/Ethnic Group									
White	264	100.0	28.0	44.0	23.2	4.8	40.8	Yes	Yes
African American	204	100.0	53.5	37.4	8.6	0.5	15.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	48	100.0	65.9	27.3	6.8	0.0	9.1	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	454	100.0	35.9	42.9	18.2	3.0	31.6		
Disabled	63	100.0	83.1	16.9	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	18	100.0	88.2	5.9	5.9	0.0	5.9		
Non-Migrant	499	100.0	39.9	41.0	16.4	2.7	28.6		
English Proficiency									
Limited English Proficient	28	100.0	92.0	8.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	489	100.0	38.9	41.5	16.9	2.8	29.3		
Socio-Economic Status									
Subsidized meals	333	100.0	49.0	38.9	10.8	1.3	19.1	Yes	Yes
Full-pay meals	184	100.0	28.5	41.3	25.1	5.0	43.0		

Mathematics – State Performance Objective = 36.7%									
All Students	517	100.0	29.4	42.0	17.6	11.0	38.1	Yes	Yes
Gender									
Male	258	100.0	27.8	40.8	20.0	11.4	42.0		
Female	259	100.0	31.0	43.1	15.3	10.5	34.3		
Racial/Ethnic Group									
White	264	100.0	18.8	38.4	26.0	16.8	54.8	Yes	Yes
African American	204	100.0	37.4	47.5	9.6	5.6	21.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	48	100.0	54.5	38.6	4.5	2.3	18.2	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	454	100.0	24.4	43.5	19.6	12.4	42.9		
Disabled	63	100.0	66.1	30.5	3.4	0.0	3.4	No	Yes
Migrant Status									
Migrant	18	100.0	82.4	11.8	0.0	5.9	11.8		
Non-Migrant	499	100.0	27.5	43.1	18.3	11.1	39.1		
English Proficiency									
Limited English Proficient	28	100.0	80.0	20.0	0.0	0.0	8.0	I/S	I/S
Non-Limited English Proficient	489	100.0	26.7	43.2	18.6	11.5	39.7		
Socio-Economic Status									
Subsidized meals	333	100.0	37.3	43.0	12.4	7.3	27.1	Yes	Yes
Full-pay meals	184	100.0	15.6	40.2	26.8	17.3	57.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	517	100.0	58.6	29.0	8.5	3.9	12.4
Gender							
Male	258	100.0	57.6	29.8	7.8	4.9	12.7
Female	259	100.0	59.7	28.2	9.3	2.8	12.1
Racial/Ethnic Group							
White	264	100.0	44.4	34.0	14.4	7.2	21.6
African American	204	100.0	71.7	25.8	2.0	0.5	2.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	48	100.0	81.8	15.9	2.3	0.0	2.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	454	100.0	53.5	32.5	9.7	4.4	14.1
Disabled	63	100.0	96.6	3.4	0.0	0.0	0.0
Migrant Status							
Migrant	18	100.0	94.1	0.0	5.9	0.0	5.9
Non-Migrant	499	100.0	57.4	30.0	8.6	4.0	12.6
English Proficiency							
Limited English Proficient	28	100.0	96.0	4.0	0.0	0.0	0.0
Non-Limited English Proficient	489	100.0	56.6	30.3	9.0	4.1	13.0
Socio-Economic Status							
Subsidized meals	333	100.0	69.4	25.2	4.5	1.0	5.4
Full-pay meals	184	100.0	39.7	35.8	15.6	8.9	24.6

Social Studies							
All Students	517	100.0	54.2	32.9	9.1	3.9	13.0
Gender							
Male	258	100.0	52.7	33.5	8.6	5.3	13.9
Female	259	100.0	55.6	32.3	9.7	2.4	12.1
Racial/Ethnic Group							
White	264	100.0	39.2	41.2	13.2	6.4	19.6
African American	204	100.0	68.7	24.2	6.1	1.0	7.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	48	100.0	75.0	22.7	0.0	2.3	2.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	454	100.0	48.8	36.4	10.4	4.4	14.7
Disabled	63	100.0	93.2	6.8	0.0	0.0	0.0
Migrant Status							
Migrant	18	100.0	94.1	0.0	0.0	5.9	5.9
Non-Migrant	499	100.0	52.7	34.0	9.5	3.8	13.2
English Proficiency							
Limited English Proficient	28	100.0	96.0	4.0	0.0	0.0	0.0
Non-Limited English Proficient	489	100.0	51.9	34.4	9.6	4.1	13.7
Socio-Economic Status							
Subsidized meals	333	100.0	64.3	27.1	7.0	1.6	8.6
Full-pay meals	184	100.0	36.3	43.0	12.8	7.8	20.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	51.6	30.5	16.8	1.1	17.9
	7	173	100.0	40.6	44.7	14.1	0.6	14.7
	8	160	100.0	38.4	42.8	18.9	N/A	18.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	49.7	29.8	17.9	2.6	20.5
	7	193	100.0	42.9	42.3	12.6	2.2	14.8
	8	166	100.0	32.1	46.5	18.2	3.1	21.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	100.0	33.7	37.9	15.8	12.6	28.4
	7	173	100.0	33.5	39.4	13.5	13.5	27.1
	8	160	100.0	36.5	46.5	13.2	3.8	17.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	23.8	39.1	25.8	11.3	37.1
	7	193	100.0	33.0	37.9	15.4	13.7	29.1
	8	166	100.0	30.8	49.1	12.6	7.5	20.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	55.6	26.5	10.6	7.3	17.9
	7	193	100.0	58.2	28.6	8.8	4.4	13.2
	8	166	100.0	61.6	32.1	6.3	0.0	6.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	158	100.0	60.9	25.2	8.6	5.3	13.9
	7	193	100.0	53.8	36.3	6.0	3.8	9.9
	8	166	100.0	47.8	36.5	13.2	2.5	15.7

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 534)				
Students enrolled in high school credit courses (grades 7 & 8)	38.1%	Up from 2.9%	14.6%	15.5%
Retention rate	3.9%	Up from 3.3%	3.5%	3.0%
Attendance rate	96.8%	Up from 96.5%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.6%	Down from 9.6%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%	Down from 9.5%	5.2%	4.6%
Eligible for gifted and talented	12.7%	Up from 12.2%	14.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.8%	Down from 13.1%	15.6%	13.6%
Older than usual for grade	4.5%	Up from 3.2%	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.5%	0.7%	0.8%
Annual dropout rate	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Up from 52.9%	50.0%	51.8%
Continuing contract teachers	56.7%	Down from 70.6%	80.9%	78.1%
Highly qualified teachers	88.0%	Down from 90.0%	89.5%	89.6%
Teachers with emergency or provisional certificates	17.4%	Down from 25.0%	7.1%	6.0%
Teachers returning from previous year	69.6%	Down from 71.9%	84.5%	85.4%
Teacher attendance rate	95.8%	Down from 96.3%	94.7%	94.9%
Average teacher salary	\$38,386	Up 4.2%	\$40,009	\$41,328
Prof. development days/teacher	15.9 days	Up from 13.6 days	11.8 days	11.5 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.7 to 1	21.2 to 1	21.3 to 1
Prime instructional time	90.0%	Down from 90.4%	88.8%	89.3%
Dollars spent per pupil*	\$4,487	Down 19.1%	\$5,731	\$6,022
Percent of expenditures for teacher salaries*	65.0%	Down from 65.2%	62.2%	61.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	88.3%	Up from 84.4%	95.2%	96.1%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Saluda Middle School received the Palmetto Silver Academic Achievement Award for the 2004-2005 school year and we marked the second year of our literacy initiative. Language Arts and Special Education teachers are currently engaged in ongoing, district-wide professional development regarding literacy and reading strategies. All faculty members have also received intense, ongoing training in writing across the curriculum. We scheduled professional development and literature circles for teachers geared toward research-based reading strategies that have been proven to help adolescents. Guided Reading instruction was implemented based on the reader's text level to address strengths and weaknesses in Literacy. Monies were spent to enrich our literature resources in our Media Center. Academy Time was continued as an extra class period where students were scheduled for intense Reading and/or Math instruction at the student's level.

We continue to utilize a grant to house a school-based Mental Health Counselor in order to focus on prevention programs for individual and small group counseling. This year we added a second computer literacy course and offered Keyboarding for high school credit.

The PTA was instrumental in assisting the school with various functions related to helping our students. Throughout the year, the PTA held several business meetings in conjunction with other school functions, such as dances and book fairs. In addition, they utilized funds to beautify the campus, created an outdoor classroom area, purchased puppets for literacy classes, and completed a successful fundraiser. Over 200 family members attended an extremely successful parent night involving reading, writing, and math instruction.

Before and after school, SMS held the following extracurricular activities: PLATO/Lightspan after-school program, chess club, Project MIND (Math Is Not Difficult), BETA club, drama club, poetry club, athletics, and Fellowship of Christian Athletes. Students performed dramatic presentations for Red Ribbon Week and Winter Festivities. Three students were identified as South Carolina Junior Scholars; a BETA club member was named as State Reporter; and 29 students were identified as academically qualified to participate in the Duke University Talent Identification Program.

HOSTS (Helping One Student To Succeed) was implemented for the third year at SMS and involved having mentors from the community volunteer with seventh grade math students who would benefit from the one-on-one interaction for academic support. All students were given the opportunity to participate in job shadowing and career awareness programs. Again, almost 400 students benefited from venturing out into the community to get a firsthand look at the job market.

Sarah Osborne, School Improvement Council Chair
Shawn Love, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	154	81
Percent satisfied with learning environment	97.0%	83.0%	78.2%
Percent satisfied with social and physical environment	96.9%	78.9%	67.9%
Percent satisfied with school-home relations	66.7%	86.7%	55.8%

*Only students at the highest middle school grade level at this school and their parents were included.